

The undersigned recommend the acceptance of this thesis

“The Anti-Britney Effect: Music Videos can Diminish Negative Effects on Body Image”

Submitted by

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## **Abstract**

Previous research has shown decreased body satisfaction scores in participants that viewed music videos depicting thin body images. It has also been shown that providing healthy body image education pieces subsequent to the video viewing reverts body image perceptions to baseline levels. This study examined the impact of music videos on female undergraduate body satisfaction and mood and a possible alternate route to stabilize body image levels. Undergraduate students (n=107; 89 females) watched two music videos which varied on the type of body image displayed. Video one was consistent for all conditions (i.e., thin body image) while the second video depicted either another thin body image (condition 1), an average body image (condition 2), or a non-sexualized average body image (condition 3). Participants then completed a questionnaire measuring current mood and body satisfaction levels and the Sociocultural Attitudes Towards Attractiveness Questionnaire (SATAQ). Participants in condition 2 showed significantly higher scores on confidence, physical satisfaction, and body satisfaction than participants in the first and third condition regardless of SATAQ scores. This suggests that music videos portraying thin body images do negatively impact body satisfaction. However, music programs can counteract this negativity by broadcasting a video depicting an average body image immediately after the portrayal of a thin body image.

## **The Anti-Britney Effect: Music Videos can Diminish Negative Effects on Body Image**

The increase in body dissatisfaction, particularly among women, is a growing problem and has been a popular area of research of late. Body dissatisfaction, defined as the “negative subjective evaluation of one’s physical body” (Stice & Shaw, 2002), is of high prevalence for women, particularly those women from western societies (Silberstein & Streigel-Moore, Timko & Rodin, 1988). Also referred to as a normative discontent (Rodin, Silberstein, Striegel-Moore, Timko & Rodin 1985), the high prevalence of women who are dissatisfied with their body image is of great concern particularly due to the relationship between body dissatisfaction and eating disorders, as well as mood problems such as low self-esteem and depression (Stice & Shaw, 2002).

Body self-image has been shown to be influenced by exposure to thin models via different forms of popular culture media. Media models have become progressively thinner over the years (Wiseman, Grey, Mosimann & Ahrens, 1992) with idealized models often being 20% underweight with a body mass index (BMI) in the range of 14-16 (Dittmar, 2007). This obsession with thinness becomes clear when considering that 15% underweight constitutes diagnostic criteria for anorexia nervosa (American Psychiatric Association, 2000). Research has shown negative correlations between exposure to magazine images depicting thin body images and ratings of physical appearance. Additionally, eating behaviors were found to be negatively influenced by exposure to the images of thin bodies presented in the magazine (Morry & Staska, 2001). These results extend to other forms of media as viewing television commercials with models depicting the ‘idealized’ body image have also been shown to be related to increases in depression, anger, anxiety and body dissatisfaction in women (Heinberg & Thompson, 1995).

Perhaps not surprisingly, body dissatisfaction levels have also been linked to television shows and video games emphasizing a thin female body image (Swami & Smith, 2012).

Music television programs, perhaps the most popular form of entertainment for young people today, target audiences between the ages of 12 and 34 (Englis, Solomon, & Ashmore, 1994). Typically, viewers report watching between 30 and 120 minutes of these programs per day (Sun & Lull, 1986) and, like other forms of popular culture, the content in music television often portrays women in a sexist manner with high levels of sex-role stereotyping (Kalof, 1993). Specifically, the physical appearance of women is emphasized with women commonly depicted as thin, attractive, and often involved in sexualized behavior (Sommers- Flanagan, Sommers- Flanagan & Davis, 1993).

Research in other areas has demonstrated that viewers may be affected by the content of music videos (Hansen & Krygowski, 1994). In particular, it was shown that exposure to an hour of rock music videos that contained violent scenes resulted in high school viewers becoming more accepting of violence (Greeson & Williams, 1986). Additionally it has been found that a brief exposure to music videos with sex-role stereotypical or antisocial themes alters viewers' social judgments (Calvin, Carroll and Shmidit, 1993). Finally, there is also some evidence suggesting that the amount of time spent watching music television correlates with body dissatisfaction (Borzekekowski, Robinson & Killen, 2000). The current study extends the previous research by examining the influence of brief exposures to sexualized and non-sexualized music videos on body satisfaction and mood.

Tiggemann and Slater (2003) demonstrated that female university students who were exposed to thin women in music videos led to increases in social comparison and body

dissatisfaction. In addition, males who were exposed to short music videos depicting muscular men also demonstrated an increase in negative body satisfaction and mood compared to men who viewed clips of average men (Mulgrew & Volcevski-Kostas, 2012). These findings are not specific to adults and instead extend to adolescents. Young girls who have been exposed to thin models in music videos show a significantly larger increase in body dissatisfaction (Bell, Lawton & Dittmar, 2007) while adolescent boys, as young as twelve years of age, have shown increased levels of body dissatisfaction after viewing music video clips of muscular men (Mulgrew, Volcevski-Koastas & Rendell, 2013).

Although research has indicated that both men and women have resulted in negative body dissatisfaction after exposure to thin ideals in the media, it is evident that females consistently feel more pressure than males (Davidson, Blankstein, Flett, & Neale, 2010, p.333) while placing greater importance on appearance than men do (Green, et al., 1997). The pressure for females to change their bodies to match what is acceptable starts out at a young age as can be seen in the toys available for children (Davidson, Blankstein, Flett, & Neale, 2010, p. 333). The Barbie doll is an example reflecting the unrealistic pressure on females to achieve the same figure (Moser, 1989), a study demonstrated that five and six year olds exposed to Barbie doll images suffered lower body esteem and greater desire to achieve the thin ideal (Dittmar, Halliwell, & Ive, 2006). Additionally, females are often ridiculed if they do not follow up to cultural standard standards of what constitutes femininity, research conducted in a naturalistic laboratory setting confirmed that women who are portrayed as eating heavily are seen as less feminine and more masculine than women who are portrayed as eating light meals (Chaiken & Pliner, 1990). Further, while pressures and encouragement to achieve appearance ideals also exists for men, they are less likely to lead to negative psychological effects because images of male beauty are not as

radically different from men's actual body sizes as they are for women, also because male identity is less defined by appearance (Halliwell & Ditmarr, 2003).

While body dissatisfaction and mood often have been revealed to have a positive relationship with regards to media models (Halliwell & Ditmarr, 2006), separately, mood has been demonstrated to be negatively impacted by thin media models. For instance, Swami and Smith (2012) found that women who watched a television program that presented normal body images reported an increase in happiness, while women who watched a television program presenting thin body images reported a decrease in happiness. Also, it has been reported that women who have been exposed to thin ideal images in the media were angrier and more depressed after exposure (Pinhas, Toner, Ali, Garfinkel & Stuckless, 1998).

In addition to the negative effects music videos have on body satisfaction, researchers agree that one of the strongest influences on the development of body disturbance is a sociocultural factor (Thompson, 1992) and the mass media are probably the most powerful conveyors of sociocultural ideals (Anderson & DiDomenico, 1992). According to socio-cultural theory, negative body images result predominantly from environmental pressures to conform to a culturally-defined body and beauty ideal (Shroff & Thompson, 2006). Current societal standards for female beauty emphasize the importance and desirability of thinness, and at such a level as to be increasingly impossible for most women to achieve (Wiseman, Grey, Mosimann & Ahrens, 1992). In contemporary western societies for example, thinness in women has become a determining factor for beauty (Thompson, 1990) and importantly, research has shown that individuals with high levels of body disturbance and high levels of sociocultural awareness showed further distress with regards to body dissatisfaction after exposure to appearance related music videos (Heinberg & Thompson, 1995).

With popular culture media contributing to these small but consistent negative effects, recent research has been concerned with preventing or ameliorating the lessening levels of body satisfaction and mood. It has been well established that exposing participants to a short media literacy message immediately before exposure to ultra-thin models prevented a negative exposure effect (Halliwell, Easun and Harcourt, 2011). In addition, research has found that showing a short commercial demonstrating the techniques used to artificially enhance the media models viewed reduced the negative impact on body satisfaction typically experienced after exposure to thin media models (Quigg & Want, 2011).

As a result of the emphasis placed on the negative effects of thin media models on body image, the relationship between media models of normal body weight and positive body satisfaction is often gone unnoticed (Swami & Smith, 2012). Past research has demonstrated that women who have been exposed to magazines presenting women of average body weight reported more positive body satisfaction (Dittmar & Howard, 2004). Additionally, previous experimental research indicated that average size media models used in advertising prevents the negative effects of thin models on women's body image (Halliwell & Ditmarr, 2004). The positive effects associated with normal size media models have also been shown in women in professional environments with less focus on appearance related ideals (Dittmar & Howard, 2004). The current study will investigate if music videos themselves have a negative effect on body satisfaction and mood in undergraduate students. Further, and perhaps most importantly, the current study examines if showing a music video utilizing a 'normal' body image immediately after a music video with a thin body image or sexualized behavior helps to eliminate any negative effects.

I hypothesize that sexualized music videos will negatively impact body image and body satisfaction for female undergraduate students. Specifically, I suspect that music videos emphasizing a thin sexualized body type will have a negative impact on mood and body satisfaction estimates. Additionally, I hypothesize that participants who are shown a music video emphasizing a normal body image, immediately after a music video displaying a thin body image, will have a higher body satisfaction compared to those participants shown a negative or neutral video after a normal body image video. Further, and more specifically, I hypothesize that this influence will be greatest in people who have pre-existing levels of body image disturbance or individuals who “buy into” societally- presented images ( as measured by SATAQ). Finally, I hypothesize that there will be no significant influence on any variables unrelated to body image (i.e., emotion ratings).

## Methods

### *Participants*

A hundred and seven undergraduate students (89 females and 18 males) voluntarily participated in the study. The mean age of the female participants was 20.59 (age ranging from 18-41) and the mean age of the male participants was 19.89 (age ranging from 18-25). These students were recruited by asking professors to donate their class time. All participants completed an informed consent process and a debrief session (see appendices A & B respectively).

### *Materials*

*Music Videos.* Four music videos containing different female artists were used in this study. Two music videos, Britney Spears', "I'm a Slave For You" and Christina Aguilera's, "Dirty", were used to depict a thin ideal sexualized body image. Kelly Clarkson's "Mr. Know it All", and Christina Aguilera's, "Your Body", were used to depict a more normal non-sexualized body image.

*Body Dissatisfaction and Mood.* Seven visual analog scales were used to measure mood and body satisfaction. Participants were asked to indicate how they feel "right now" by placing a small mark on the line for the following dimensions: anxious, depressed, angry (negative mood), happy, confident (positive mood), physically attractive, satisfied with my body size and shape (body satisfaction). (See Appendix C)

*Sociocultural Attitudes towards Appearance Questionnaire (SATAQ).* The SATAQ (Heinberg, Thompson, & Stormer, 1995) is a 14-item, 5-point, Likert-scaled self-report measure that requires individuals to rate statements (completely agree-completely disagree) that

reflects awareness of societal attitudes of thinness and attractiveness (e.g., “Being physically fit is a top priority in today’s society”) or *acceptance* of these societal beliefs (e.g., “Videos of thin women make me wish that I were thin”). (See Appendix D)

*Manipulation Checks.* In order to ensure that participants attended to and comprehended the videos, a six item (i.e., three items per video) memory test was included at the front of the questionnaire package. These memory items consist of specific questions about the videos that should have been easily observed and remembered if the participants were attending to the task. In order to be included in analysis, participants will have to answer at least four of the six items correctly. (See Appendix E)

*Demographics.* Participants were asked questions regarding their age, gender, height, weight, ethnicity, whether he/she watches music videos and how many (per week), their music preference, and their experience with the video stimuli. (See Appendix F)

### *Procedure*

The study was introduced as an investigation of how forms of popular media, such as watching music videos, affect memory performance and attitudes in undergraduate students. After thoroughly explaining the study requirements and stressing the volunteer nature of participation, informed consent forms were be distributed to and completed by those who choose to participate in the study. The participants were then be asked to watch videos and were asked to not communicate with others during their participation.

Each classroom of participants were subjected to different conditions. In experiment 1 (a) participants in the first condition were shown two music videos emphasizing the thin (ideal/ideal: I/I) while participants in the second condition were shown two music videos with the first

emphasizing an ideal body image and the second a normal body image (Ideal/Normal: I/N). Experiment 1(b) examined a third condition which first showed a music video emphasizing the thin ideal and follow up immediately after with a video againemphasizing a normal body image but with a less sexy artist (Ideal/Normal- NonSexy: I/NNS). This additional condition was added to examine if there was an effect of sexiness in the videos since anecdotal reports suggested that although the videos were seen to differ on body type, this difference may have been confounded by the level of sexiness in the normal videos.

Upon completion of the videos the participants were asked to complete a questionnaire package containing the self-esteem, affect and body dissatisfaction measures, sociocultural attitudes questionnaire and manipulation check questionnaire. To determine participants' attitudes and beliefs towards the videos they watched, a brief questionnaire asking about the material they have been exposed to will be completed. At the end of the study, the questionnaire package was collected and participants went through a debriefing process, where each participant is informed on the true nature of the study. We also used a previously successful debrief process to eliminate any potential negative influence the video viewing might have had (Quiqq & Want, 2011).

## Results

Although we also analyze data from the male participants towards the end of this section, all analyses that follow, unless specified otherwise, were performed on data from female participants since the previous literature suggests this is a predominantly female effect (Farquhar & Wasykwi, 2007). The analysis of the three groups (I/I, I/N, I/NNS) on the mood scales was split into two separate analysis streams. The first stream dealt with the a priori comparisons between the I/I and I/N groups while the second dealt with the comparison of the three groups together.

### Experiment 1(a) (Ideal/Ideal vs. Ideal/Normal)

Four independent measures t-tests were conducted comparing the Ideal/Ideal group and the Ideal/Normal group on age, liking ratings for video one, liking ratings for video two and the internalizations-General scale from the SATAQ. There were no significant differences observed on any of these variables suggesting that the groups were relatively consistent demographically. Table 1 shows the mean and standard deviations for the two groups for each of the dependent variables.

Table 1

*Mean, standard deviation, and sample size for each group on each dependent variable*

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Variable	Ideal/Ideal (n=31)	Ideal/Average (n=31)	Ideal/Average-NS (n=15)
Age	20.65 (1.43)	20.40 (4.51)	20.33 (1.84)
Video 1	2.60 (.77)	2.75 (1.19)	2.47 (2.47)

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## Liking Ratings

Video 2 Liking Ratings	3.17 (.97)	3.08 (1.21)	3.93 (.704)
Internalizations - General (SATAQ)	29.70 (8.37)	29.51 (8.62)	27.73 (8.06)
Mood Scales (Body)			
Confidence	3.68 (2.58), 31	5.09 (2.79), 41	5.03 (2.52), 15
Body Satisfaction	3.57 (2.90), 31	4.93 (2.97), 41	4.04 (3.00), 15
Physical Satisfaction	3.65 (2.87)	5.10 (2.91)	4.01 (2.73)
Mood Scales (Emotions)			
Happy	3.82 (2.69)	2.82 (2.55)	2.86 (2.42)
Anxious	1.48 (2.21)	1.44 (2.16)	3.92 (1.28)
Angry	5.36 (2.19)	5.96 (2.49)	5.58 (2.33)
Depressed	1.86 (2.01)	1.60 (2.02)	2.17 (2.37)

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## Mood

Apriori comparisons between I/I and the I/N groups on three of the mood questions (confidence, body satisfaction and physical appearance) were examined using independent measures t-tests. There was a significant difference found in confidence levels between groups,  $t(70) = -2.20, p = .031$ , with higher confidence levels reported by the I/N group ( $M = 5.09, SD = 2.79$ ) compared to the I/I group ( $M = 3.67, SD = 2.58$ ). A significant difference was also observed in physical satisfaction levels,  $t(70) = -2.09, p = .040$ , with the I/N group ( $M = 5.09, SD = 2.90$ ) again reporting higher levels of physical appearance satisfaction compared to the I/I

group ( $M = 3.65$ ,  $SD = 2.86$ ). Although there was no significant difference between the groups on body satisfaction, the trend was in the predicted direction,  $t(70) = -1.97$ ,  $p = .053$ . Figure 1 displays the means and standard errors for the mood variables.

### SATAQ

Previous research has shown that the influence of advertising is moderated by the degree to which people “buy” into the media portrayals of the ideal bodytype. To examine this possibility, three independent measures ANCOVAs with confidence, body satisfaction and physical appearance levels as dependent variables and the internalization-general scale of the SATAQ as a covariate were used when controlling for “the buying into of the media’s portrayal” significant differences between groups were found on confidence levels,  $F(1, 67) = 11.19$ ,  $p < .001$ ,  $n^2 =$

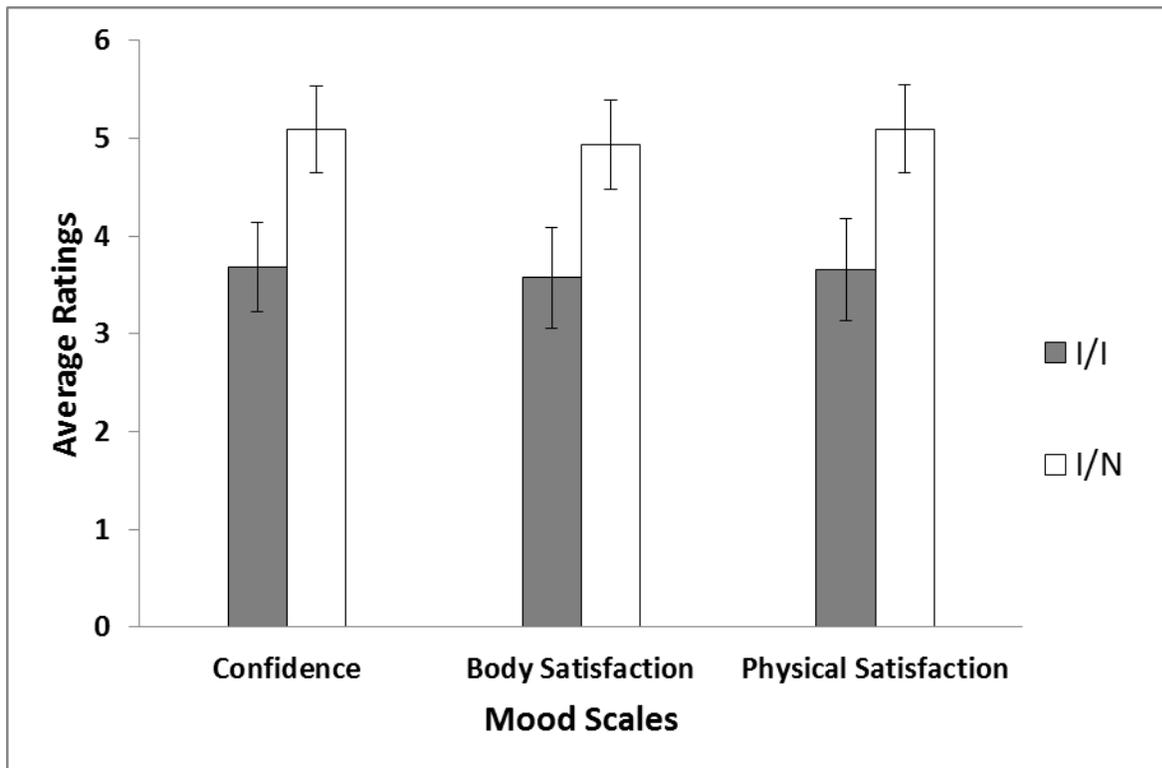


Figure1: Average ratings across mood scales for condition one and two

.25), on body satisfaction,  $F(1, 67) = 14.34, p < .001, n^2 = .30$ , and on physical appearance,  $F(1, 67) = 14.80, p < .001, n^2 = .31$ . In all three cases, increased levels were observed in the I/N group suggesting that watching a music video displaying a normal body image levels increases levels, or lessens the decrease in levels, of the body image related variables. Although previous research has suggested that “buying into” the media’s message is a sufficient influence on body image, the significant ANCOVA findings suggested that it is not necessary influence. If a necessary condition then the significant findings should be negated when people are equated on SATAQ score and that was not the case.

### **Additional Analyses**

Four independent measures ANOVAs were conducted on the four mood questions anxious, angry, happy, and depressed, however there was no significant group differences observed (See Figure 2)

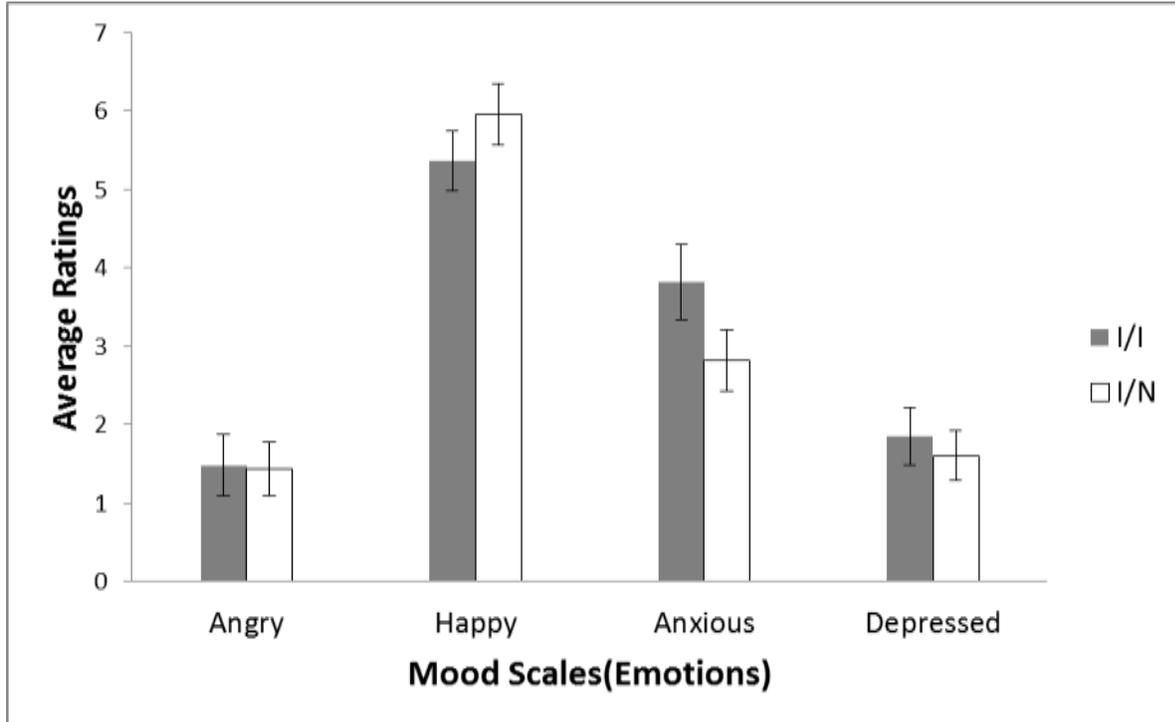


Figure 2. Average ratings across emotion mood scales for condition one and two

A key finding of the present study is that the participants who were shown a music video emphasizing a normal body image, immediately after a music video emphasizing a thin body image, reported higher body satisfaction and mood than the participants who viewed two music videos displaying only a thin body image. Broadly, these findings corroborate previous work that have indicated the negative influence that media emphasizing thin body image has on female body image (Tiggemann, 2003). Particularly, the current findings is consistent with Tiggemann and Stater's (2004) findings that showed that exposure to clips of the thin ideal in music videos led to increase body dissatisfaction amongst college-age women students. Additionally, findings of the current study is also consistent with Bell, Lawton and Dittmar's (2007) study which found a significant larger increase in body dissatisfaction in adolescent girls who were exposed to thin models in music videos compared to the girls who were exposed to average models.

More specifically, the findings of the current study are compatible with past research findings that demonstrated the positive effect on body satisfaction that result from tying education with media that depicts thin body images. More specifically, past studies have examined the use of prevention media literacy programs targeting women at high-risk for eating pathology (Posavac, Posavac, & Weigel, 2001), airbrushing education (Ogden & Sherwood, 2008), the inclusion of women of diverse sizes and shapes in women's magazines (Zacharakis, 2009) and the attachment of a "health warning": "Photograph retouched to alter the physical appearance of a person" to all digitally altered photographs use in advertisements (Erlanger, 2009) which outcomes lead to a decrease in body image disturbance. However the current study offers an extension, that the negative effects of body satisfaction that have resulted from a music video depicting a thin ideal can be negated with the immediate exposure of a music video depicting an average body image after the first exposure.

The hypothesis stating that there will be no significant influence on variables unrelated to body image was also supported. Female students in condition two reported significantly higher scores on the body related mood scales on confidence, body satisfaction and physical satisfaction than condition one but not on the emotion related mood scales on happiness, anger, anxiousness and depression. This finding could be explained by drawing on a past study by Bell, Lawton and Dittmar (2007) who found similar results with regard to the negative influence music videos had on adolescent body satisfaction but did not find additional mood effects as a function of exposure to thin models in music videos. As suggested by Bell, Lawton and Dittmar (2007), this finding may suggest that generalized mood effects are relatively independent of body dissatisfaction. Additionally, this finding is also consist with Dittmar, Phillips, & Halliwell (2007) research which suggested that body-related self-discrepancies are associated specifically with affect about

one's body, rather than with affect in general. Therefore, further research could benefit from including specific-body focused affect measures.

### **Experiment 1 (b) (Ideal/Ideal vs. Ideal/Normal-Nonsexy)**

Four independent measure ANOVAs were conducted to compare participant's age, liking ratings for video one, liking rating for video two and internalization across the three groups. There were no significant differences found between groups for the participants' age, liking ratings for video one, or for the internalization-general scale of the SATAQ. However there was a significant difference found for liking ratings for video two,  $F(2, 81) = 3.78, p = .027$ , with group 3 (Clarkson), more liked than group two (Christina ns) or group one (Christina sexy). Descriptive statistics can be seen in Table 1.

### **Mood**

The comparisons between I/I and I/N and I/NN groups on three of the mood questions (confidence, body satisfaction and physical appearance) were examined using three independent measures ANOVAs. Although there were no significant differences between the three groups, all results trended toward significance as can be seen in Figure 3.

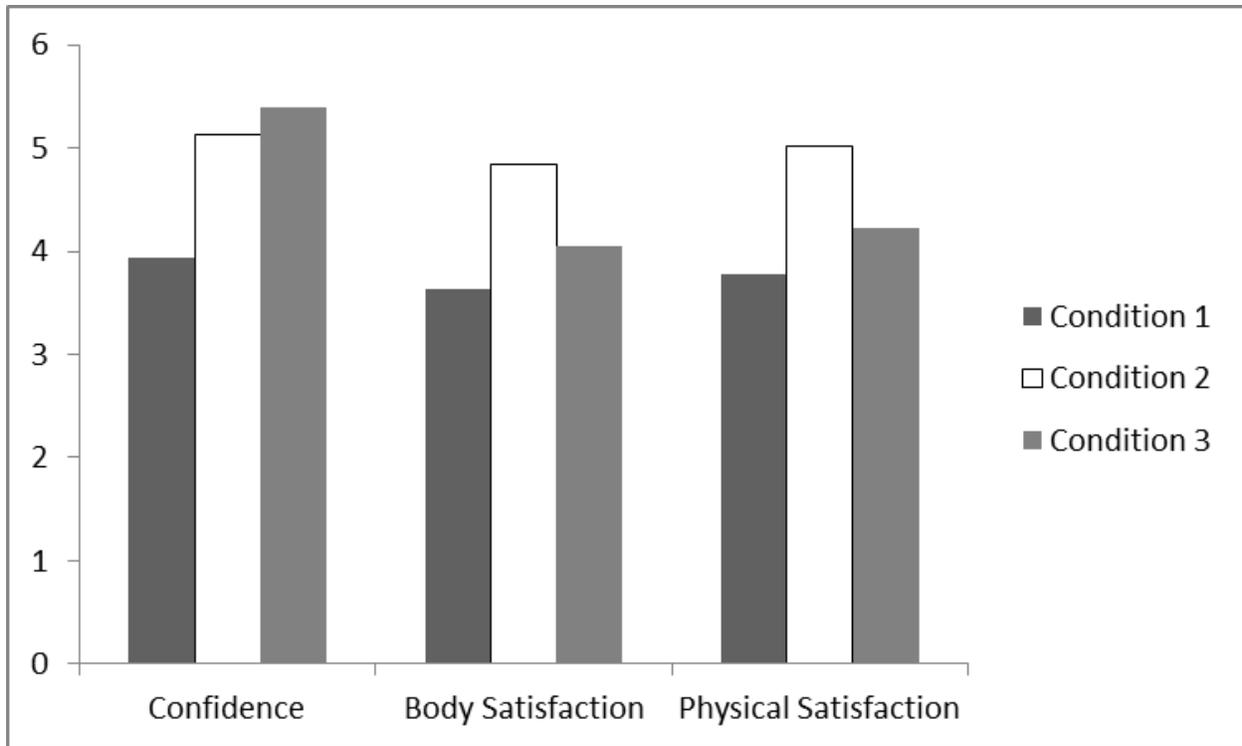


Figure 3: Average ratings on body mood scales across three conditions

### **SATAQ**

Three independent measures ANCOVAs on each of the mood questions, using Internalization-General as the covariate, examined the influence of “buying into” the media portrayal of body image. The inclusion of the covariate did not change the conclusions drawn from the previous section. No significant group differences were observed on any of the body related mood questions.

### **Additional analyses**

Four independent measures ANOVAs were conducted on the four mood questions anxious, angry, happy, and depressed, however there was no significant group differences observed. A one way ANOVA was conducted to examine the effect in males on the mood questions however no significant differences were found.

Surprisingly, although trending toward significance, there was not a significant difference found across all three groups on the body related mood scales on confidence, body satisfaction and physical satisfaction as expected. Results demonstrated that female students in condition three had lower scores on three of the body related mood scales than students in condition two but greater than students in condition one. A possible explanation for this may be related to media model identification, as past research has demonstrated that identification with media models predicts long term body and appearance dissatisfaction (Bell & Dittmar, 2011). Potentially, female students may have identified with Kelly Clarkson more due to the higher likeability ratings for the Kelly Clarkson video than the liking ratings for the Britney Spears Video and the Christina Aguleria video which may have resulted in the lower levels of confidence, body satisfaction and physical satisfaction levels in condition three compared to condition two.

Another possible explanation to why there was no significant difference found across all three groups on the body related mood scales may be a result of individual differences in perceptiveness on what is viewed as “sexy”. More specifically, female students in condition three may have viewed Kelly as “sexy” which may be to the decrease in scores on the body related mood scales, therefore the predicted result may have moved in the opposite direction.

A third possible explanation to why there was no significant differences found across all three groups on the body related mood scales may be a result of upward social comparison which is a comparison to others we perceive as socially better than ourselves which generally leads to a negative mood and self-evaluation (Wheeler & Miyake, 1992). The lower scores on the body related questions in condition three potentially may be due to the students negatively comparing

themselves to Kelly Clarkson whom they perceive as socially better as a result of her reputation as a role model and as a successful hard working American Idol contestant.

### **Limitations**

There are several limitation to the present study. One limitation is the absence of a baseline measure which would have indicated the students preexisting mood and body satisfaction before the study. Without a baseline measure there is no way of knowing if the music videos actually had an effect on body satisfaction as the reported mood and body satisfaction scores may have been present initially before undergoing the experiment. Further, a repeated measures design may have been beneficial for this study, where participants report their mood before and after the experiment to get a more accurate examination of the influence of the music videos on body satisfaction and mood.

Another limitation is there is no way in determining if the participants actually paid attention to the music videos despite the scores on the memory test. There is potential that the participants who scored high on the memory test may have a pre-existing memory of previous viewings of the music videos that enabled them to answer the memory test correctly. Therefore, the self-reported scores on mood and body satisfaction may not be a result of the music videos viewed by the participants.

A third limitation refers to the liking ratings for the music videos included in the study. The liking ratings for video one, video two and video three were equally low whereas video four had high likeability. The likeability may have an influence on whether the students were negatively affected. The finding indicating that video four was more liked than the other three videos may be a result as to why participants had higher body satisfaction in condition three than condition two and not due to the body image of the artist displayed in the videos.

A fifth limitation is the females in the study were primarily university aged white women limiting the generalizability of findings in terms of age, education level and race. For example, previous research has indicated that older woman as compared to younger women have less weight related concerns as compared to younger women (Tiggerman & Lynch, 2000). Also, additional research has found that African American women have fewer body image problems than their Caucasian counterparts (Quinn & Crocker, 1998).

## **Conclusion**

The present study examined the differences on mood scales across the three groups using three independent measure ANOVAS where participants were asked to rate their current mood once immediately after exposure to the videos without a baseline; therefore, future research can replicate the current study using a repeated measures design where participants report their current mood before the experiment to create a baseline measure and immediately after the experiment. A repeated measure design will enable a researcher to get a more accurate measure of the effects of the music videos by comparing the self-reported mood scales before and after the experiment.

With that said, the findings in the present study is consistent with past research that have demonstrated the decrease in body satisfaction scores after being exposed to music videos depicting a thin body image. However, the present study also demonstrated how the exposure to a music video depicting an average body satisfaction immediately after a music video depicting a thin body image can negate the negative effects of the first exposure. The findings in the present study have an important implication in terms of the negative effects of music videos and how these effects can be reversed. Although there is a substantial amount of research indicating the negative influence of music videos depicting a thin body image on female body satisfaction it is evident that these effects can be negated by showing a music video depicting an average body image immediately after. Based on the results presented in the present study it may be beneficial for television programs that broadcast music videos to alternate the videos based on the artist's body size to prevent potential body dissatisfaction after exposure to particular music videos depicting thin body images.



## Appendix A

### Effects of Music Videos on Memory Informed Consent Form

**The purpose of this informed consent form is to ensure you understand the nature of this study and your involvement in it. This consent form will provide information about the study, giving you the opportunity to decide if you want to participate.**

**Researchers:** This study is being conducted by Danica Snow as part of the course requirements for Psychology 4951/4959. I am under the supervision of Dr. Peter Stewart.

**Purpose:** The study is designed to investigate the effect music video viewing has on memory and attitude. The results will be used to write an honors thesis to fulfill the course requirements. The study may also be published in the future.

**Task Requirements:** Prior to completing the study you will be asked to watch two music videos and to subsequently complete a questionnaire package based on the content watched.

**Duration:** It will take approximately 30 minutes to complete.

**Risks and Benefits:** There are no obvious risks or benefits involved with your participation in this study.

**Anonymity and Confidentiality:** All demographic information collected is anonymous and confidential. All information will be analyzed and reported on a group basis.

**Right to Withdraw:** Your participation in this research is totally voluntary and you are free to stop participating at any time.

**Contact Information:** If you have any questions or concerns about the study, please feel free to contact me at [dmsnow@grenfell.mun.ca](mailto:dmsnow@grenfell.mun.ca) or my supervisor, Dr. Stewart at 639-2504 or [pstewart@grenfell.mun.ca](mailto:pstewart@grenfell.mun.ca). As well, if you are interested in knowing the results of the study, please contact Dr. Stewart or myself after April 2012.

This study has been approved by an ethics review process at Grenfell Campus, Memorial University of Newfoundland.

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I acknowledge that I have been informed of, and understand, the nature and purpose of the study, and I freely consent to participate. The informed consent form will be placed in a separate envelope to ensure anonymity. I have also received a copy of the informed consent form for my records.

Signed \_\_\_\_\_

Date \_\_\_\_\_

## **Effects of Music Videos on Memory Informed Consent Form**

**The purpose of this informed consent form is to ensure you understand the nature of this study and your involvement in it. This consent form will provide information about the study, giving you the opportunity to decide if you want to participate.**

**Researchers:** This study is being conducted by Danica Snow as part of the course requirements for Psychology 4951/4959. I am under the supervision of Dr. Peter Stewart.

**Purpose:** The study is designed to investigate the effect music video viewing has on memory and attitude. The results will be used to write an honors thesis to fulfill the course requirements. The study may also be published in the future.

**Task Requirements:** Prior to completing the study you will be asked to watch two music videos and to subsequently complete a questionnaire package based on the content watched.

**Duration:** It will take approximately 30 minutes to complete.

**Risks and Benefits:** There are no obvious risks or benefits involved with your participation in this study.

**Anonymity and Confidentiality:** All demographic information collected is anonymous and confidential. All information will be analyzed and reported on a group basis.

**Right to Withdraw:** Your participation in this research is totally voluntary and you are free to stop participating at any time.

**Contact Information:** If you have any questions or concerns about the study, please feel free to contact me at [dmsnow@grenfell.mun.ca](mailto:dmsnow@grenfell.mun.ca) or my supervisor, Dr. Stewart at 639-2504 or [pstewart@grenfell.mun.ca](mailto:pstewart@grenfell.mun.ca). As well, if you are interested in knowing the results of the study, please contact Dr. Stewart or myself after April 2012.

This study has been approved by an ethics review process at Grenfell Campus, Memorial University of Newfoundland.

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## **Appendix B**

### **Debriefing Form**

#### *Music Videos Influence on Undergraduate Body Satisfaction and Mood*

The true purpose of this study was to determine if music videos can have a negative influence on body satisfaction and mood. Your memory for the video material had nothing to do with the study's main purpose but instead helped us to know that you were paying attention to the videos. More specifically, this study examined whether music videos depicting a thin sexualized body image can have a negative impact on undergraduate body satisfaction and mood. Further, the study questioned whether music videos depicting a normal non-sexualized body image can have a positive effect when it follows the sexualized video. Previous studies have shown that sexualized music videos can have a negative impact on body satisfaction and mood, and that individuals with pre-existing levels of body disturbance can be more negatively affected. Also, it has been shown that any negative effects on body satisfaction that may have been experienced can be negated by presenting a positive advertisement or message after exposure to the sexualized music videos or videos emphasizing a thin ideal.

You have taken part in one of four experimental conditions. Condition 1 involved watching two music videos depicting the thin ideal, Condition 2 involved watching two music videos depicting the normal body image, Condition 3 involved watching a music video depicting a thin ideal and immediately after watching a music video depicting normal body image, and Condition 4 involved watching a music video containing a normal body image and immediately after watching a music video depicting a thin body image. You completed a questionnaire package measured your pre-existing sociocultural beliefs regarding body satisfaction along with your current mood and levels of body satisfaction. You were told that the purpose of the study was to determine the effects music videos have on memory and attitude in order to prevent contaminating the results of the study. Instead, the current study attempted to determine if the negative effects of watching a sexualized music video can be lessened by viewing a music video depicting a normal body image.

I hypothesized that music videos will negatively impact body image and satisfaction for female undergraduate students. Specifically, I suspect that music videos emphasizing the thin sexualized body type will have a negative impact on body satisfaction estimates. Furthermore, I

hypothesized that this influence will be the greatest in people who “buy into” socially-presented images of thinness. I further hypothesize, that participants’ who are shown a music video emphasizing a normal body image and immediately after a music video displaying a thin body image, will have higher body satisfaction and mood compared to those participants shown a negative or neutral video after a normal body image video.

Following the study you were presented with a Dove commercial that has been previously shown to negate any potential negative effects viewing the videos may have had on your body satisfaction and mood. I advise you to be critical of media depictions that are constantly presenting thin body images and the influence that they may have. I hope that this study will influence you to be more aware of these representations and to how they may impact us.

I would like to thank you for your participation, time, and contribution. I would also like to remind you all that the results are completely anonymous and confidential. If you have a questions or comments about the study you can contact me Danica Snow at [dmsnow@grenfell.mun.ca](mailto:dmsnow@grenfell.mun.ca), or my supervisor Peter Stewart at [pstewart@grenfell.mun.ca](mailto:pstewart@grenfell.mun.ca)

Sincerely,

Danica Snow



## Appendix D

### Sociocultural Attitudes Scale

Please read each of the following items carefully and indicate the number that best reflects your agreement with the statement.

**1 = Definitely Disagree**

**2 = Mostly Disagree**

**3 = Neither Agree Nor Disagree**

**4 = Mostly Agree**

**5 = Definitely Agree**

1. TV programs are an important source of information about fashion and "being attractive". \_\_\_\_\_
2. I've felt pressure from TV or magazines to lose weight. \_\_\_\_\_
3. I do not care if my body looks like the body of people who are on TV. \_\_\_\_\_
4. I compare my body to the bodies of people who are on TV. \_\_\_\_\_
5. TV commercials are an important source of information about fashion and "being attractive". \_\_\_\_\_
6. I do not feel pressure from TV or magazines to look pretty. \_\_\_\_\_
7. I would like my body to look like the models who appear in magazines. \_\_\_\_\_
8. I compare my appearance to the appearance of TV and movie stars. \_\_\_\_\_
9. Music videos on TV are not an important source of information about fashion and "being attractive". \_\_\_\_\_
10. I've felt pressure from TV and magazines to be thin. \_\_\_\_\_
11. I would like my body to look like the people who are in movies. \_\_\_\_\_
12. I do not compare my body to the bodies of people who appear in magazines. \_\_\_\_\_
13. Magazine articles are not an important source of information about fashion and "being attractive". \_\_\_\_\_
14. I've felt pressure from TV or magazines to have a perfect body. \_\_\_\_\_
15. I wish I looked like the models in music videos. \_\_\_\_\_
16. I compare my appearance to the appearance of people in magazines. \_\_\_\_\_
17. Magazine advertisements are an important source of information about fashion and "being attractive".  
\_\_\_\_\_
18. I've felt pressure from TV or magazines to diet. \_\_\_\_\_
19. I do not wish to look as athletic as the people in magazines. \_\_\_\_\_
20. I compare my body to that of people in "good shape". \_\_\_\_\_
21. Pictures in magazines are an important source of information about fashion and "being attractive". \_\_\_\_\_
22. I've felt pressure from TV or magazines to exercise. \_\_\_\_\_
23. I wish I looked as athletic as sports stars. \_\_\_\_\_

24. I compare my body to that of people who are athletic. \_\_\_\_\_
25. Movies are an important source of information about fashion and "being attractive". \_\_\_\_\_
26. I've felt pressure from TV or magazines to change my appearance. \_\_\_\_\_
27. I do not try to look like the people on TV. \_\_\_\_\_
28. Movie stars are not an important source of information about fashion and "being attractive". \_\_\_\_\_
29. Famous people are an important source of information about fashion and "being attractive". \_\_\_\_\_
30. I try to look like sports athletes. \_\_\_\_\_

## **Appendix E**

### Memory Questionnaire

Videos: 1 & 2

Please answer the following questions based on the music videos you previously watched.

**1. What type of bottoms was Britney wearing in the first half of the video?**

- a) Jeans      b) Leather pants      c) Shorts      d) Skirt

**2. What color shirt was Britney wearing for the second half of the video?**

- a) Blue      b) Black      c) White      d) Pink

**3. Where is the background music coming from in “I’m a Slave for You” video?**

- a) Stereo      b) Live band      c) DJ      d) Not shown

**4. What did Christina drive to the boxing ring?**

- a) Car      b) Plane      c) Motorcycle      d) Boat

**5. What animal did a person dress up as in the video “Dirty”?**

- a) Dog      b) Cat      c) Rabbit      d) Monkey

**6. What body part of Christina’s did the camera zoom in on at the beginning of the video?**

- a) Eyes      b) Lips      c) Stomach      d) Chest

## Memory Questionnaire

Videos: 1 and 3

Please answer the following questions based on the music videos you previously watched.

**1. What type of bottoms was Britney wearing in the first half of the video?**

- b) Jeans      b) Leather pants      c) Shorts      d) Skirt

**2. What color shirt was Britney wearing for the second half of the video?**

- b) Blue      b) Black      c) White      d) Pink

**3. Where is the background music coming from in “Im a Slave for You” video?**

- b) Stereo      b) Live band      c) DJ      d) Not shown

**4. What color Streaks did Christina have in her hair?**

- a) Black and silver      b) Pink and purple      c) Blue and purple      c) Green and yellow

**5. What did Christina blow up in flames in the video?**

- a) Car      b) House      c) Motorcycle      d) A man

**6. What color truck was Christina driving in the video?**

- a) Silver      b) Pink      c) Black      d) Green

## Memory Questionnaire

Videos: 4 & 2

Please answer the following questions based on the music videos you previously watched.

- 1. What was the wall behind Kelly Clarkson covered in?**
  - a) Paintings
  - b) Newspaper
  - c) Pictures
  - d) Black paint
- 2. What color outfit was Kelly wearing for the majority of the video?**
  - a) Black
  - b) White
  - c) Pink
  - d) Blue
- 3. What was Kelly carrying at the end of the video?**
  - a) Dog
  - b) Baby
  - c) Suitcase
  - d) Nothing
- 4. What did Christina drive to the ring in?**
  - a) Car
  - b) Plane
  - c) Motorcycle
  - d) Boat
- 5. What animal did a person dress up as in the video "Dirty"?**
  - a) Dog
  - b) Cat
  - c) Rabbit
  - d) Monkey
- 6. What body part of Christina's did the camera zoom in on at the beginning of the video?**
  - a) Eyes
  - b) Lips
  - c) Stomach
  - d) Chest

## Memory Questionnaire

Videos: 3 & 4

Please answer the following questions based on the music videos you previously watched.

**1. What color Streaks did Christina have in her hair?**

- b) Black and silver   b) Pink and purple   c) Blue and purple   c) Green and yellow

**2. What did Christina blow up in flames in the video?**

- b) Car   b) House   c) Motorcycle   d) A man

**3. What color truck was Christina driving in the video?**

- b) Silver   b) Pink   c) Black   d) Green

**4. What was the wall behind Kelly Clarkson covered in?**

- b) Paintings   b) Newspaper   c) Pictures   d) Black paint

**5. What color outfit was Kelly wearing for the majority of the video?**

- b) Black   b) White   c) Pink   d) Blue

**6. What was Kelly carrying at the end of the video?**

- b) Dog   b) Baby   c) Suitcase   d) Nothing

## Appendix F

### Demographics Sheet

1) Male \_\_\_\_\_ Female \_\_\_\_\_

2) Age \_\_\_\_\_

3) What ethnicity do you identify with? \_\_\_\_\_

4) What is your weight? \_\_\_\_\_

5) What is your height? \_\_\_\_\_

6) Do you often watch music videos?

Yes \_\_\_\_\_ No \_\_\_\_\_

If you answered yes, on average how many do you watch a week? \_\_\_\_\_

7) Had you ever seen video # 1 before? \_\_\_\_\_

Did you like or dislike this video?

1                    2                    3                    4                    5

Really disliked

Really liked

8) Have you ever seen video # 2 before? \_\_\_\_\_

Did you like or dislike this video?

1                    2                    3                    4                    5

Really disliked

Really liked

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